

**Texas Education Agency
Standard Application System (SAS)**

2018–2019 Texas 21 st Century Community Learning Centers, Cycle 10, Year 1		
Program authority:	Public Law 114-95, ESEA of 1965, as amended by Every Student Succeeds Act, Title IV, Part B (20 U.S.C. 7171-7176)	FOR TEA USE ONLY Write NOGA ID <small>Place date stamp here</small>
Grant Period:	August 1, 2018 – July 31, 2019	<div style="writing-mode: vertical-rl; transform: rotate(180deg);"> RECEIVED TEXAS EDUCATION AGENCY 2018 MAY -1 AM 11:24 </div>
Application deadline:	5:00 p.m. Central Time, May 1, 2018	
Submittal information:	<p>Applicants must submit one original copy of the application with an original signature, and two copies of the application, printed on one side only and signed by a person authorized to bind the applicant to a contractual agreement, must be received no later than the aforementioned date and time at this address:</p> <p style="text-align: center;">Document Control Center, Grants Administration Division Texas Education Agency, 1701 North Congress Ave. Austin, TX 78701-1494</p>	
Contact information:	Christine McCormick, 21stcentury@tea.texas.gov	

Schedule #1—General Information

Part 1: Applicant Information

Organization name		County-District #	Amendment #	
Edinburg ISD		108904		
Vendor ID #	ESC Region #	DUNS #		
746000715	01	78485455		
Mailing address		City	State	ZIP Code
411 N. 8 th Ave		Edinburg	TX	78541-3309

Primary Contact

First name	M.I.	Last name	Title
Yvette		Vela	Grant-Writer
Telephone #	Email address		FAX #
956-289-2300	Yvette.vela@ecisd.us		956-380-8903

Secondary Contact

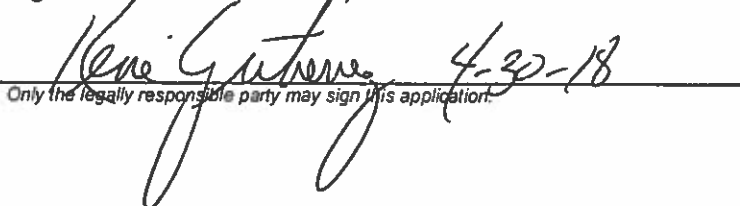
First name	M.I.	Last name	Title
Sonia		Cardona	Project Director
Telephone #	Email address		FAX #
956-289-2300	s.cardona@ecisd.us		956-385-3346

Part 2: Certification and Incorporation

I hereby certify that the information contained in this application is, to the best of my knowledge, correct and that the organization named above has authorized me as its representative to obligate this organization in a legally binding contractual agreement. I further certify that any ensuing program and activity will be conducted in accordance with all applicable federal and state laws and regulations, application guidelines and instructions, the general provisions and assurances, debarment and suspension certification, lobbying certification requirements, special provisions and assurances, and the schedules attached as applicable. **It is understood by the applicant that this application constitutes an offer and, if accepted by the Agency or renegotiated to acceptance, will form a binding agreement.**

Authorized Official:

First name	M.I.	Last name	Title
Rene		Gutierrez	Superintendent
Telephone #	Email address		FAX #
956-289-2300	Rene.gutierrez@ecisd.us		956-383-3576
Signature (blue ink preferred)		Date signed	



Only the legally responsible party may sign this application.

701-18-111-073

Schedule #1—General Information

County-district number or vendor ID: 108-904

Amendment # (for amendments only):

Part 3: Schedules Required for New or Amended Applications

An X in the "New" column indicates a required schedule that must be submitted as part of any new application. The applicant must mark the "New" checkbox for each additional schedule submitted to complete the application.

For amended applications, the applicant must mark the "Amended" checkbox for each schedule being submitted as part of the amendment.

Schedule #	Schedule Name	Application Type	
		New	Amended
1	General Information	<input checked="" type="checkbox"/>	<input type="checkbox"/>
2	Required Attachments and Provisions and Assurances	<input checked="" type="checkbox"/>	N/A
3	Certification of Shared Services	<input type="checkbox"/>	<input type="checkbox"/>
4	Request for Amendment	N/A	<input type="checkbox"/>
5	Program Executive Summary	<input checked="" type="checkbox"/>	<input type="checkbox"/>
6	Program Budget Summary	<input checked="" type="checkbox"/>	<input type="checkbox"/>
7	Payroll Costs (6100)	See Important Note For Competitive Grants*	<input type="checkbox"/>
8	Professional and Contracted Services (6200)		<input type="checkbox"/>
9	Supplies and Materials (6300)		<input type="checkbox"/>
10	Other Operating Costs (6400)		<input type="checkbox"/>
11	Capital Outlay (6600)		<input type="checkbox"/>
14	Management Plan	<input checked="" type="checkbox"/>	<input type="checkbox"/>
16	Responses to Statutory Requirements	<input checked="" type="checkbox"/>	<input type="checkbox"/>
17	Responses to TEA Requirements	<input checked="" type="checkbox"/>	<input type="checkbox"/>
18	Equitable Access and Participation	<input checked="" type="checkbox"/>	<input type="checkbox"/>
19	Private Nonprofit School Participation	<input checked="" type="checkbox"/>	<input type="checkbox"/>
21	Program Information Addendum	<input checked="" type="checkbox"/>	N/A

***IMPORTANT NOTE FOR COMPETITIVE GRANTS:** Schedules #7, #8, #9, #10 and #11 are required schedules if any dollar amount is entered for the corresponding class/object code on Schedule #6—Program Budget Summary. For example, if any dollar amount is budgeted for class/object code 6100 on Schedule #6—Program Budget Summary, then Schedule #7—Payroll Costs (6100) is required. If it is either blank or missing from the application, the application will be disqualified.

Part 4: Single Audit Compliance for IHEs and Nonprofit Organizations

INSTRUCTIONS: This part of Schedule #1 is required only for colleges, universities, and nonprofit organizations (other than open-enrollment charter schools)

Enter the start and end dates of your fiscal year in Section 1.

In Section 2, check the appropriate box to indicate whether or not your organization is included in the annual statewide single audit.

Public IHEs are generally included, and nonprofit organizations are generally not included.

Section 1: Applicant Organization's Fiscal Year

Start date (MM/DD): 08/01

End date (MM/DD): 07/31

Section 2: Applicant Organizations and the Texas Statewide Single AuditYes: ☐No: ☒**For TEA Use Only**

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

Schedule #2—Required Attachments and Provisions and Assurances

County-district number or vendor ID: 108-904

Amendment # (for amendments only):

Part 1: Required Attachments

No program-related or fiscal-related attachments are required to be submitted with this grant application.

However, please note that nonprofit organizations, excluding ISDs and open-enrollment charter schools, will be required to submit proof of nonprofit status (see General and Fiscal Guidelines, Required Fiscal-Related Attachments, for details) prior to TEA issuing a grant award.

Part 2: Acceptance and Compliance

By marking an X in each of the boxes below, the authorized official who signs Schedule #1—General Information certifies his or her acceptance of and compliance with all of the following guidelines, provisions, and assurances.

Note that provisions and assurances specific to this program are listed separately, in Part 3 of this schedule, and require a separate certification.

X	Acceptance and Compliance
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with the <u>General and Fiscal Guidelines</u> .
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with the <u>program guidelines for this grant</u> .
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with all <u>General Provisions and Assurances</u> requirements.
<input checked="" type="checkbox"/>	I certify that I am not debarred or suspended. I also certify my acceptance of and compliance with all <u>Debarment and Suspension Certification</u> requirements.
<input checked="" type="checkbox"/>	I certify that this organization does not spend federal appropriated funds for lobbying activities and certify my acceptance of and compliance with all <u>Lobbying Certification</u> requirements.
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with <u>No Child Left Behind Act of 2001 Provisions and Assurances</u> requirements.
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with <u>Every Student Succeeds Act Provisions and Assurances</u> requirements.

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Schedule #2—Required Attachments and Provisions and Assurances

County-district number or vendor ID: 108-904

Amendment # (for amendments only):

Part 3: Program-Specific Provisions and Assurances☒ I certify my acceptance of and compliance with all program-specific provisions and assurances listed below.

#	Provision/Assurance
1.	The applicant provides assurance that program funds will supplement (increase the level of service), and not supplant (replace) state mandates, State Board of Education rules, and activities previously conducted with state or local funds. The applicant provides assurance that state or local funds may not be decreased or diverted for other purposes merely because of the availability of these funds. The applicant provides assurance that program services and activities to be funded from this grant will be supplementary to existing services and activities and will not be used for any services or activities required by state law, State Board of Education rules, or local policy.
2.	The applicant provides assurance that the application does not contain any information that would be protected by the Family Educational Rights and Privacy Act (FERPA) from general release to the public.
3.	The program will take place in a safe facility that is properly equipped and accessible to participants and family members.
4.	The proposed program was developed, and will be carried out, in active collaboration with the schools that participating students attend, including through the sharing of relevant data among the schools, all participants of the eligible entity, and any partnership entities in compliance with applicable laws relating to privacy and confidentiality and in alignment with the challenging state academic standards and any local academic standards.
5.	The program will target students who primarily attend schools eligible for schoolwide programs under ESEA as amended by Section 1114, and the families of such students.
6.	Applicants that receive priority points for serving: 1) students in schools implementing comprehensive support and improvement activities or targeted support and improvement activities under ESEA as amended, Section 1111(d) and other schools determined by the local educational agency to be in need of intervention and support and 2) students who may be at risk for academic failure, dropping out of school, involvement in criminal or delinquent activities or who lack strong positive role models assure that they will target these students.
7.	The community has been given notice of an intent to apply and that the application and any waiver request will be available for public review after submission of the application.
8.	The applicant will adhere to the level of services in the approved application and in the agreed-upon center operation schedules and will provide those services to eligible students through this and all continuation and renewal grant periods, as applicable. Applicant acknowledges that proposed amendments that reduce the level of services to below the Year 1 awarded application will be approved only in extreme or unusual circumstances and that failure to adhere to service levels and student targets will result in reduced funding during the subsequent continuation grant period. Grant funds remaining unexpended at the end of the expenditure reporting period for the grant award will not be made available by TEA to supplement continuation grant awards.
9.	Services for students and families will begin no earlier than the grant start date of August 1, 2018 and no later than September 4, 2018.

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Schedule #2—Required Attachments and Provisions and Assurances (cont)

County-district number or vendor ID: 108-904

Amendment # (for amendments only):

Part 3: Program-Specific Provisions and Assurances

10.	<p>The applicant will adhere to a TEA-approved schedule that meets or exceeds program service requirements at each center and that provides a consistent and dependable schedule of weekly activities for all students enrolled. The applicant agrees to meet with TEA or its contractors after awards are announced and before the start date of the program to develop an approvable operation calendar for each center.</p> <ul style="list-style-type: none"> • A minimum of 35 weeks per year across all terms, including summer. TEA will count only the weeks in which a center offered the minimum number of hours-per-week toward the 35-week total. Make-up hours will be credited. The week runs from Sunday through Saturday. • A minimum of five days per week for the fall and spring terms. • A minimum of 15 hours per week (applicants should not propose to offer more than 20 hours of programming per week). Note: Transportation time that exceeds 30 minutes per-day shall not be counted towards minimum hours-per-week of programming. • A minimum of six weeks and four hours per day, four days per week during the summer term. Continuous weeks are not required. Grantees may offer four weeks of summer programming during the grant period that ends July 31, 2019, but if approved, the grantee must offer two weeks of summer programming in the subsequent continuation period between August 1, 2019, and the first student attendance day for the 2019–2020 school year. • Hours dedicated to program activities for adult family members will not count toward student programming.
11.	Services will be provided at no cost to participants. Grantees are prohibited from collecting fees, including late pickup fees or any other fee.
12.	Activities will be supervised at all times by qualified staff at adult to student ratios that meet or exceed TEC Chapter 25, Subchapter D requirements or other state required ratios as applicable.
13.	Center-level activities will be a minimum of 45 consecutive minutes in length and planned for each hour that a center is operating. Activities will be intentionally designed to address student needs and student voice, aligned with state standards and developed using a planning tool such as the Texas ACE© Activity/Unit and Lesson Plan Worksheet. Activities will reflect each of the following four components during each term: academic assistance, academic enrichment, family and parental support, and college and workforce readiness (grades 9-12 only).
14.	Academic, academic enrichment, accelerated learning, and tutoring activities will align with the regular school day program and state standards. Enrichment activities will enhance the academic-related activities of the regular day and/or be aligned with a documented student or campus need.
15.	All activities will occur at an approved center or, on a limited and pre-approved basis, at an adjunct site or during an approved field trip. Activities at a non-approved location, such as a feeder school, are unallowable and will not be charged to the grant.
16.	Grantee will offer families of students served by the program opportunities for active and meaningful engagement in their children's education and opportunities for literacy and related educational development. Family activities will be designed to meet the identified needs of each center's families and students; the needs of working families will be specifically addressed. Activities will be ongoing and consistently available throughout each term. The number of family members served will be proportional to the targeted number of students.
17.	All required staff positions will regularly participate in training and other opportunities offered by the Texas ACE© program. In addition, the grantee will regularly provide program-specific in-person training to center-level staff and will document the content and attendance of training events.

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Schedule #2—Required Attachments and Provisions and Assurances (cont)

County-district number or vendor ID: 108-904

Amendment # (for amendments only):

Part 3: Program-Specific Provisions and Assurances

18.	Grantee assures that it will regularly engage a group of stakeholders, new or existing, to serve as a community advisory council charged with providing continuous feedback and involvement to increase community awareness and program quality, evaluate program effectiveness, and inform operations and sustainability plans. Membership will be diverse and qualified to support efforts to increase quality and visibility of the program in the community.
19.	The grantee will cooperate with TEA and its contractors in conducting state-required activities, including but not limited to program implementation monitoring, statewide evaluation, compliance, technical assistance, and capacity building.
20.	Local grant programs will include the Texas ACE© logo in all outreach and communication materials and the grantee will comply with Texas ACE© branding guidelines.
21.	The applicant agrees to submit required data for state program evaluation, compliance monitoring, and federal reporting in the format and timeline provided by TEA. Grantee agrees to submit required logic models, sustainability plans, program evaluation reports, and any other required reports or products in accordance with the format provided by TEA.
22.	<p>Grantee will adhere to the Texas 21st Century Student Tracking (TX21st) system data reporting requirements. Grantee Profile, Funding, Contacts, Partner, Center Profiles, Center Contacts, Center Operations, Feeder Schools, Activities, and Schedule data will be entered in August and will be updated as changes in any of the data occur. Center Operations data will be updated at the beginning of each term. Data entered in the system must support the approved application and operating schedule.</p> <ul style="list-style-type: none"> • Participant and enrollment data will be entered in August or September, depending on the center schedule. • Attendance data will be entered daily or weekly. • Exception reports and data corrections will be completed and reviewed by the project director • Grantee will coordinate with the school district to collect and enter school day attendance and grades data into TX21st.
23.	The grantee agrees to conduct annual local program evaluation at the center and grant levels that assesses the following objective measures: school day attendance, core course grades, mandatory discipline referrals, on-time advancement to the next grade level, high school graduation rates, and high school student career competencies. The results of the local evaluation will be used to refine, improve, and strengthen the local program and will be made available to the public upon request, with public notice of such availability provided.
24.	Applicant will comply with any program requirements written elsewhere in this document.

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On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

Schedule #3—Certification of Shared Services

County-district number or vendor ID: 108-904

Amendment # (for amendments only):

I, as one of the below member entity authorized officials, certify that to the best of my knowledge, the information contained in this application is correct and complete, that the entity that I represent has authorized me to file this application, and that such authorization action is recorded in the minutes of the local agency's board meeting.

The participating or intermediate education agency named has been designated as the administrative and fiscal agent for this project and is authorized to receive and expend funds for the conduct of this project. The fiscal agent is accountable for all shared services arrangement (SSA) activities and is therefore responsible for ensuring that all funds including payments to members of SSAs are expended in accordance with applicable laws and regulations.

All participating agencies have entered into a written SSA agreement that describes the responsibilities of the fiscal agent and SSA members, including the refund liability that may result from on-site monitoring or audits and the final disposition of equipment, facilities, and materials purchased for this project from funds specified below.

It is understood that the fiscal agent is responsible for the refund for any exceptions taken as a result of on-site monitoring or audits; however, based upon the SSA agreement, which must be on file with the fiscal agent for review, the fiscal agent may have recourse to the member agencies where the discrepancy(ies) occurred.

Any additional funds that result from an increase will not require additional signatures. **Each member identified below acknowledges accountability for the requirements contained in the provisions and assurances listed in Schedule #2, Parts 2 and 3, as applicable.** Each member entity certifies its agreement to participate in this SSA, as stated throughout this grant application.

#	County-District # and Name	Authorized Official Name and Signature	Telephone Number and Email Address	Funding Amount
Fiscal Agent				
1.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
Member Districts				
2.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
3.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
4.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
5.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
6.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
7.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
8.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	

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By TEA staff person:

Schedule #3—Certification of Shared Services (cont.)

County-district number or vendor ID: 108-904

Amendment # (for amendments only):

#	County-District # and Name	Authorized Official Name and Signature	Telephone Number and Email Address	Funding Amount
Member Districts				
9.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
10.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
11.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
12.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
13.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
14.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
15.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
16.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
17.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
18.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
19.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
20.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
Grand total:				

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On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

Schedule #4—Request for Amendment

County-district number or vendor ID: 108-904

Amendment # (for amendments only):

Part 1: Submitting an Amendment

This schedule is used to amend a grant application that has been approved by TEA and issued a Notice of Grant Award (NOGA). **Do not submit this schedule with the original grant application.** Refer to the instructions to this schedule for information on what schedules must be submitted with an amendment.

An amendment may be submitted by mail *or* by fax. Do not submit the same amendment by both methods. Amendments submitted via email will not be accepted.

If the amendment is mailed, submit three copies of each schedule pertinent to the amendment to the following address: Document Control Center, Grants Administration Division, Texas Education Agency, 1701 N. Congress Ave., Austin, TX 78701-1494.

If the amendment is faxed, submit one copy of each schedule pertinent to the amendment to either of the following fax numbers: (512) 463-9811 or (512) 463-9564.

The last day to submit an amendment to TEA is listed on the [TEA Grant Opportunities](#) page. An amendment is effective on the day TEA receives it in substantially approvable form. All amendments are subject to review and approval by TEA.

Part 2: When an Amendment Is Required

For all grants, regardless of dollar amount, prior written approval is required to make certain changes to the application. Refer to the "When to Amend the Application" guidance posted in the Amendment Submission Guidance section of the Grants Administration Division [Administering a Grant](#) page to determine when an amendment is required for this grant. Use that guidance to complete Part 3 and Part 4 of this schedule.

Part 3: Revised Budget

			A	B	C	D
#	Schedule #	Class/ Object Code	Grand Total from Previously Approved Budget	Amount Deleted	Amount Added	New Grand Total
1.	Schedule #7: Payroll	6100	\$	\$	\$	\$
2.	Schedule #8: Contracted Services	6200	\$	\$	\$	\$
3.	Schedule #9: Supplies and Materials	6300	\$	\$	\$	\$
4.	Schedule #10: Other Operating Costs	6400	\$	\$	\$	\$
5.	Schedule #11: Capital Outlay	6600	\$	\$	\$	\$
7.	Total direct costs:		\$	\$	\$	\$
8.	Indirect cost (%):		\$	\$	\$	\$
9.	Total costs:		\$	\$	\$	\$

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By TEA staff person:

Schedule #4—Request for Amendment (cont.)

County-district number or vendor ID: 108-904

Amendment # (for amendments only):

Part 4: Amendment Justification

Line #	Schedule # Being Amended	Description of Change	Reason for Change
1.			
2.			
3.			
4.			
5.			
6.			
7.			

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By TEA staff person:

Schedule #5—Program Executive Summary

County-district number or vendor ID: 108-904

Amendment # (for amendments only):

Provide a brief overview of the program you plan to deliver. Refer to the instructions for a description of the requested elements of the summary. Response is limited to space provided, front side only, font size no smaller than 10 point Arial.

Program Overview: Edinburg Consolidated Independent School District (CISD) proposes to offer an innovative program called *After-School Program: Inspiring Reaching, and Educating (ASPIRE)*, to over 1,600 high-need, low income students and their families in Edinburg, Texas. This new initiative aims to use a myriad of evidence-based grit, motivation, and mindset (Grit Mindset) strategies that will allow us to boost the achievement of ALL students in the 98% Hispanic area of Hidalgo County, Texas. Derived from the work of Dr. Carol Dweck at Stanford University, Grit mindset is the determination to 1) Achieve long-term goals, often against difficult odds; 2) Be realistic and persistent; and, 3) Have the will to deal with and overcome obstacles.

Program Need: Located along the Texas-Mexico border and within a four-county region (Cameron, Hidalgo, Starr, and Willacy), the Rio Grande Valley (RGV) is considered one of the poorest and most at-risk regions in Texas. The majority of the population are Hispanic (92%), with three out of every five of these families surviving on less than \$27,000 a year, college seems like an unattainable aspiration. Students in these families often enter schools with complex barriers to success. The correlation between success in school and future income potential has led us to the conclusion that the prosperity of the entire region relies heavily on strengthening academic achievement through Grit Mindset and access to year-round after school, summer enrichment and college readiness opportunities in our community. Bringing vital programming to families provides equal access to students and parents most in need.

Additional barriers that stem from poverty may include: frequent movement between schools; housing insecurity; hunger; family stressors; and juvenile delinquency. In comparison with Texas' most populous county, Hidalgo County has maintained a higher juvenile violent crime arrest rate at 168.9 per 100,000 children age 10 to 17 than that of Harris County at 158.2 per 100,000 children age 10 to 17 every year for the last 5 years. – Source Kids Count Data Center 2014.

All of these challenges are linked with poverty and disproportionately affect Latino communities. Research shows that jobs with higher salaries go to the individuals who have pursued higher education and emerged computer-literate and technically skilled with a strong academic foundation. Unfortunately, that is not always the case in the RGV. The latest data, compiled with the help of the U.S. Census Bureau as part of the NTIA's "Digital Nation" series, shows that less than 65 percent of Hispanic households adopted broadband in the home as of October 2014. Recent data from The Center for public Integrity has the RGV as the lowest in the nation when it come to broadband subscribers. In addition to lack of access to internet technology, RGV and Hidalgo County students are not performing well in subjects that lead to high paying STEM careers. As per 2016-2017 Texas Academic Performance Report (TAPR), 29% of Edinburg CISD students failed to meet 2016-2017 STARR reading requirements overall in the district, and 48% of English Language Learners (ELL) For STAAR writing, 28% of Edinburg CISD students failed to meet overall STAAR requirements, and 42% of (ELL) failed to meet the STAAR writing.

ASPIRE seeks to narrow the achievement gap by building communities of resilient, confident and successful students. High-need students and their families will be offered academic interventions grounded in critical literacy and mathematics skills, project-based learning opportunities in STEAM to develop their aptitude and interest in emerging fields, and communication and leadership, also known as soft skills. Our hope is that the ASPIRE initiative affords us the opportunity to create a pipeline to STEAM careers by helping at-risk students to meet state and local student standards in core academic subjects. We plan to achieve this by 1) Providing opportunities for Academic Achievement; 2) Offering students a broad array of additional Academic Engagement services (Grit Mindset strategies that build character and resilience); and, 3) Offering families of students served opportunity for literacy and workforce development. ASPIRE is a developmental innovative initiative in Edinburg, Texas that combines the autonomous efforts of evidence-based programs and services into one comprehensive program.

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By TEA staff person:

Schedule #6—Program Budget Summary					
County-district number or vendor ID: 108-904			Amendment # (for amendments only):		
Program authority: Public Law 114-95, ESEA of 1965, as amended by Every Student Succeeds Act, Title IV, Part B (20 U.S.C. 7171-7176)					
Grant period: August 1, 2018, to July 31, 2019			Fund code/shared services arrangement code: 265/352		
Budget Summary					
Schedule #	Title	Class/ Object Code	Program Cost	Admin Cost	Total Budgeted Cost
Schedule #7	Payroll Costs (6100)	6100	\$1,305,020	\$0	\$1,305,020
Schedule #8	Professional and Contracted Services (6200)	6200	\$60,000	\$30,000	\$90,000
Schedule #9	Supplies and Materials (6300)	6300	\$94,500	\$0	\$94,500
Schedule #10	Other Operating Costs (6400)	6400	\$10,480	\$0	\$10,480
Schedule #11	Capital Outlay (6600)	6600	\$0	\$0	\$0
	Consolidate Administrative Funds		\$1,470,000	<input type="checkbox"/> Yes <input type="checkbox"/> No	\$1,500,000
Total direct costs:			\$0	\$0	\$0
1.64% indirect costs (see note):			N/A	\$0	\$0
Grand total of budgeted costs (add all entries in each column):			\$1,468,340	\$30,000	\$1,500,000
Shared Services Arrangement					
6493	Payments to member districts of shared services arrangements		\$0	\$0	\$0
Administrative Cost Calculation					
Enter the total grant amount requested:					\$1,500,000
Percentage limit on administrative costs established for the program (5%):					× .05
Multiply and round down to the nearest whole dollar. Enter the result. This is the maximum amount allowable for administrative costs, including indirect costs:					\$75,000

NOTE: Indirect costs are calculated and reimbursed based on actual expenditures when reported in the expenditure reporting system, regardless of the amount budgeted and approved in the grant application. If indirect costs are claimed, they are part of the total grant award amount. They are not in addition to the grant award amount.

Indirect costs are not required to be budgeted in the grant application in order to be charged to the grant. Do not submit an amendment solely for the purpose of budgeting indirect costs.

If selected for a competitive grant, your award amount will be the lesser of the grand total of budgeted costs as stated on this schedule (the box with the bold outline), or the sum of all line items listed on this schedule, or the maximum allowable award amount. TEA is not responsible for math errors.

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Schedule #7—Payroll Costs (6100)				
County-district number or vendor ID: 108-904			Amendment # (for amendments only):	
Employee Position Title		Estimated # of Positions 100% Grant Funded	Estimated # of Positions <100% Grant Funded	Grant Amount Budgeted
Academic/Instructional				
1	Teacher			\$0
2	Educational aide			\$0
3	Tutor	10		\$40,800
Program Management and Administration				
4	Project director (required)	1		\$62,000
5	Site coordinator (required)	10		\$550,000
6	Family engagement specialist (required)	1		\$20,000
7	Secretary/administrative assistant			\$0
8	Data entry clerk	1		\$24,000
9	Grant accountant/bookkeeper			\$0
10	Evaluator/evaluation specialist			\$0
Auxiliary				
11	Counselor			\$0
12	Social worker			\$0
Education Service Center (to be completed by ESC only when ESC is the applicant)				
13	ESC specialist/consultant			\$0
14	ESC coordinator/manager/supervisor			\$0
15	ESC support staff			\$0
16	ESC other			\$0
17	ESC other			\$0
18	ESC other			\$0
Other Employee Positions				
19	Curriculum Assistant	1		\$60,000
20				\$0
21				\$0
22	Subtotal employee costs:			\$756,800
Substitute, Extra-Duty Pay, Benefits Costs				
23	6112	Substitute pay		\$0
24	6119	Professional staff extra-duty pay Teachers – 35 x \$30 x 360 hours = \$378,000		\$378,000
25	6121	Support staff extra-duty pay		\$0
26	6140	Employee benefits: \$1,134,800 x 15% = \$170,220		\$170,220
27	Subtotal substitute, extra-duty, benefits costs			\$549,020
28	Grand total (Subtotal employee costs plus subtotal substitute, extra-duty, benefits costs):			\$1,305,020

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Grants Administration Division [Administering a Grant](#) page.

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Schedule #8—Professional and Contracted Services (6200)		
County-district number or vendor ID: 108-904		Amendment # (for amendments only):
NOTE: Specifying an individual vendor in a grant application does not meet the applicable requirements for sole-source providers. TEA's approval of such grant applications does not constitute approval of a sole-source provider.		
Professional and Contracted Services Requiring Specific Approval		
Expense Item Description		Grant Amount Budgeted
6269	Rental or lease of buildings, space in buildings, or land	\$0
	Specify purpose:	
a. Subtotal of professional and contracted services (6200) costs requiring specific approval:		\$0
Professional and Contracted Services		
#	Description of Service and Purpose	Grant Amount Budgeted
1	External Evaluator – Will be responsible for coordinating the collection and monitoring the quality/completeness of required federal and state requirements. The external evaluator will ensure that the independent evaluation is submitted electronically to TEA and grant personnel, as well as, in hardcopy for the district administrator.	\$30,000
2	Vendors to provide programming that will address the following: STEAM, Fine Arts, Advanced Academic Enrichment, Academic support and family engagement activities. To be determined by each campus based on academic needs.	\$60,000
3		\$0
4		\$0
5		\$0
6		\$0
7		\$0
8		\$0
9		\$0
10		\$0
11		\$0
12		\$0
13		\$0
14		\$0
b. Subtotal of professional and contracted services:		\$90,000
c. Remaining 6200—Professional and contracted services that do not require specific approval:		\$0
(Sum of lines a, b, and c) Grand total		\$90,000

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Grants Administration Division [Administering a Grant](#) page.

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Schedule #9—Supplies and Materials (6300)		
County-District Number or Vendor ID: 108-904		Amendment number (for amendments only):
Supplies and Materials Requiring Specific Approval		
Expense Item Description		Grant Amount Budgeted
6300	Total supplies and materials that do not require specific approval:	
	Laptops (14) – (1) Project Director, (1) Data Clerk, (10) Site Coordinators, (1) Family Engagement Specialist, (1) Curriculum	\$12,000
	Printers (14) – (1) Project Director, (1) Data Clerk, (10) Site Coordinators, (1) Family Engagement Specialist, (1) Curriculum	\$5,500
	Student Supplies – will allow purchase of STEAM equipment and supplies, arts and crafts, sports equipment, and musical instruments. Supplies are calculated \$5,600 per center (10)	\$56,000
	General office supplies – Supplies to be used by Project Director, Family Engagement Specialist, Data Clerk, Site Coordinators (10), and Curriculum <ul style="list-style-type: none"> • Grantee Level Cost = \$1000 • Center Level Cost = \$5000 	\$6,000
	ECISD will utilize incentives for positive behavior such as pens, pencils, stickers, certificates, and medals.	\$7,500
	Parent Involvement - Supplies for adult activities during the 35 weeks	\$7,500
Grand total:		\$94,500

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Grants Administration Division Administering a Grant page.

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Schedule #10—Other Operating Costs (6400)		
County-District Number or Vendor ID: 108-904		Amendment number (for amendments only):
Expense Item Description		Grant Amount Budgeted
6411	Out-of-state travel for employees. Must be allowable per Program Guidelines and grantee must keep documentation locally.	\$0
6412	Travel for students to conferences (does not include field trips). Requires pre-authorization in writing. Specify purpose: N/A	\$0
6412/ 6494	Educational Field Trip(s). Must be allowable per Program Guidelines and grantee must keep documentation locally.	\$0
6413	Stipends for non-employees other than those included in 6419	\$0
6419	Non-employee costs for conferences. Requires pre-authorization in writing.	\$0
Subtotal other operating costs requiring specific approval:		\$0
Remaining 6400—Other operating costs that do not require specific approval:		\$10,480
Staff Travel – Travel to required Texas ACE state and regional training, meeting, conferences and workshops.		
Grand total:		\$10,840

In-state travel for employees does not require specific approval.

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Grants Administration Division [Administering a Grant](#) page.

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Schedule #11—Capital Outlay (6600)

County-District Number or Vendor ID: 108-904		Amendment number (for amendments only):		
#	Description and Purpose	Quantity	Unit Cost	Grant Amount Budgeted
6669—Library Books and Media (capitalized and controlled by library)				
1		N/A	N/A	\$0
66XX—Computing Devices, capitalized				
2	N/A		\$	\$0
3			\$	\$0
4			\$	\$0
5			\$	\$0
6			\$	\$0
7			\$	\$0
8			\$	\$0
9			\$	\$0
10			\$	\$0
11			\$	\$0
66XX—Software, capitalized				
12	N/A		\$	\$0
13			\$	\$0
14			\$	\$0
15			\$	\$0
16			\$	\$0
17			\$	\$0
18			\$	\$0
66XX—Equipment or furniture				
19	N/A		\$	\$0
20			\$	\$0
21			\$	\$0
22			\$	\$0
23			\$	\$0
24			\$	\$0
25			\$	\$0
26			\$	\$0
27			\$	\$0
28			\$	\$0
66XX—Capital expenditures for additions, improvements, or modifications to capital assets that materially increase their value or useful life (not ordinary repairs and maintenance)				
29	N/A			\$0
Grand total:				\$0

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Grants Administration Division Administering a Grant page.

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Schedule #14—Management Plan

County-district number or vendor ID: 108-904

Amendment # (for amendments only):

Part 1: Staff Qualifications. List the desired qualifications, experience, and any requested certifications of the primary project personnel projected to be involved in the implementation and delivery of the program. **Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.**

#	Title	Desired Qualifications, Experience, Certifications
1.	Project Director	Bachelor's degree, minimum of 5yrs experience of related experience in an educational or social work setting: Working knowledge of local youth serving organizations. Strong communication, public relations and interpersonal skills is preferred.
2.	Site Coordinator(s)	Must have a bachelors in education or related field. Experience working with high risk children and families. Experience in staff supervision; knowledge of local youth serving organizations and community resources and 21 st CCLC or afterschool experienced is preferred.
3.	Family Engagement Specialist	Must have an Associate Degree in education or related field. An LPC, SW, or LMFT counseling certification is preferred. Experience in an education or social work setting; working knowledge of local youth serving organization. Bilingual in English and Spanish is preferred.
4.	Curriculum Assistant	Must have a bachelor's degree, Masters preferred. Certified classroom teacher, mid-management preferred. Knowledgeable of instructional curriculum instructional strategies and practices. Assist in implementing ASPIRE curriculum.
5.	Evaluator	Must have a Masters or Doctorate in education or related field. Must have experience evaluating education programs is preferred. Must adhere to the Professional Evaluators Association Code of Ethics with not conflicts of interest with the ASPIRE 21 st CCLC Project.

Part 2: Milestones and Timeline. Summarize the major objectives of the planned project, along with defined milestones and projected timelines. **Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.**

#	Objective	Milestone	Begin Activity	End Activity
1.	Improve Student Academic Performance	1. Perform campus needs assessment	08/16/2018	08/27/2018
		2. Recruit students needing academic support	08/16/2018	09/30/2018
		3. Implement professional development to teachers	08/16/2018	07/31/2019
		4. Align structured after school curriculum	08/16/2018	07/31/2019
		5. Assessments to analyze and improve services	10/16/2018	05/10/2019
2.	Improve Attendance	1. Increase attendance rates to 96%, above state avg.	08/27/2018	05/31/2019
		2. Educational Incentives to reward student	08/27/2018	05/31/2019
		3. Partner w/ECISD PD for parental truancy education	08/27/2018	05/31/2019
		4. Tracking attendance on daily basis	08/27/2018	05/31/2019
		5. Establish truancy prevention program	08/27/2018	05/31/2019
3.	Promote Positive Student Behavior	1. Voice and Choice opportunities	08/27/2018	07/31/2019
		2. Educational Incentives to reward students	08/27/2018	07/31/2019
		3. Code of conduct compliance	08/27/2018	07/31/2019
		4. Program expectations compliance orientation	08/27/2018	09/30/2018
		5. Doctors Hospital Renaissance providing counseling	09/03/2018	07/31/2019
4.	Increase Promotion Rates while developing an interest in STEAM fields	1. Provide student tutorial at least 1 hour 5 times a wk	08/27/2018	07/31/2019
		2. Provide students with homework assistance	08/27/2018	07/31/2019
		3. Providing STEAM activities	09/03/2018	07/31/2019
		4. Lower percentage of K-2 retention rates	08/27/2018	07/31/2019
		5. Continue Data assessment to improve services	11/02/2018	05/31/2019
5.	Increase Family Engagement	1. Partner with ECISD parental involvement	08/27/2018	07/31/2019
		2. Promote Parent Literacy	08/27/2018	07/31/2019
		3. Annual program showcase	12/17/2018	12/21/2018
		4. Family surveys for program development	09/03/2018	07/31/2019
		5. Host events and activities monthly	09/03/2018	05/31/2019

Unless pre-award costs are specifically approved by TEA, grant funds will be used to pay only for activities occurring between the beginning and ending dates of the grant, as specified on the Notice of Grant Award.

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Schedule #16—Responses to Statutory Requirements

County-district number or vendor ID: 108-904

Amendment # (for amendments only):

Statutory Requirement 1: Describe how the eligible entity evaluated community needs and resources. Describe the results, including the resources available in the community, and how the program strategies and activities proposed to be carried out in the center(s) will address those needs. Specifically address the needs of working families. **Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.**

The ASPIRE committee consists of Edinburg CISD departments associated with implementation and delivery of grant, key community stakeholders and current ASPIRE staff. The collaborative group worked together to gather geographical information, students demographics, social-economic determinants and state and local students assessment data. The sources consist of campus improvement plans, census records, Texas Academic Performance Reports (TAPR), Cycle 9, year 1 ASPIRE Evaluation Report, surveys and community feedback. The data was analyzed and key findings were categorized by strengths (Available Resources), gaps (Table shown), opportunities and challenges.

Available Resources

Edinburg CISD provides the ten facilities (campuses selected) to manage and operate project ASPIRE and will provide the following resources:

- **Curriculum Materials-**TEKS aligned district developed curriculum and afterschool TEKS aligned curriculum, state approved materials and educational software for student individual learning.
- **Facilities-** All facilities at each of the 10 selected campuses are available for implementing programs. Such as gym, cafeteria, computer labs, athletic fields, and library.
- **Technology/Hardware-** Edinburg CISD provides access to all servers, Bandwidth allows students to access internet applications, and educational resources. Routers, wiring and wireless internet connectivity, desktops, laptops, tablets, Apple Ipad, Promethean boards, SMART boards, Mimio Teach Bars, educational software such as I-Curriculum, Waterford for Kindergarten through 2nd grade, Study Island for 3rd through 5th grade, Creative Education Institute and Education Galaxy for all students.
- **Safety and Security-** Edinburg CISD Police Department campus patrol, traffic cones, signage, visitor check-in system, Staff supervision, transportation for students. Edinburg CISD provides internet content filter that blocks inappropriate content while on the Edinburg CISD network. This filter ensures that Edinburg CISD meets compliance with Children's Internet Protection Act (CIPA).

Academic Areas of Weakness

	Economically Disadvantage	At-Risk	Retention Rates Non-Special Education	ELL
Campus Selected	86%	67%	K - 2nd - 3.4%	46%
District	85%	63%	K - 2nd - 3.6%	32%
State	59%	50%	K - 2nd - 2.7%	19%

Source: 2016-2017 Texas Academic Performance Reports (TAPR)

Opportunities and Challenges

Working families are in need of a safe and innovative environment. ASPIRE will offer physical activities, homework assistance, STEAM opportunities, and academic enrichment activities in core subject areas. The program will provide a healthy dinner and safe transportation home. Physical activities will promote and enhance healthy lifestyles and reduce obesity and diabetes in school age children. Homework assistance benefits the working parents by assuring that their child is receiving adequate help provided by a certified professional. This enables them to spend quality time at home with their child. STEAM activities expose students to creative processes while increasing critical thinking skills. STEAM projects involve teamwork and thoughtful dialogue in which students exchange ideas and discuss ways to problem-solve. These activities help students learn responsibilities, compromise, prioritize and communicate with others. Academic enrichment activities ensure that the program is vertically aligned to assist students in reaching the mastery of standards required per grade to attain promotion to the next grade level. The program will reinforce skills and concepts that are being taught throughout the school day utilizing a more innovative technology based approach and instructional techniques. Small group instruction allows students to become actively engaged in their academic growth. ASPIRE aligns with ECISD scope and sequence. Activities will be planned based on student data on local and state assessments to target and improve academic achievement/performance. ASPIRE program activities will help narrow academic gaps and promote academic language acquisition.

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Schedule #16—Responses to Statutory Requirements (cont.)

County-district number or vendor ID: 108-904

Amendment # (for amendments only):

Statutory Requirement 2: Describe the planned partnership between the applicant and the proposed eligible partner organization(s), including how the partnership will contribute to achieving stated objectives and sustaining the program over time, or provide evidence that the LEA is unable to partner with a community-based organization in reasonable geographic proximity and of sufficient quality to meet the requirements. *Check the box that applies to this application.*

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

☒ This applicant is part of a planned partnership.

☐ This applicant is unable to partner.

We plan to partner with organizations that offer free services and are available to participants at no cost. Activities that are provided by Edinburg CISD partners are aligned with ASPIRE program and State PRIME Blueprint requirements. Memorandum of Understanding (MOU) will be established stipulating services and activities that will be provided, which will show stakeholder commitment to the ASPIRE program. The following are examples of activities that will be provided:

Resources/Activities

- Rio Grande Valley Tech-Bus is a mobile laboratory with multiple learning stations. It also provides free internet wireless access. RGV Tech-Bus will provide families the use of technology in a non traditional setting. ASPIRE will utilize the services periodically to promote computer literacy, online etiquette, coding and promote tech savvy job market digital skills.
- Doctors Hospital of Renaissance (DHR) will provide counseling services to our ASPIRE students during scheduled operations. DHR will provide information sessions to parents on various health topics such as breast cancer awareness, obesity, diabetes, hypertension and general nutrition.
- University of Texas- Rio Grande Valley (UTRGV) Chess club will teach students the strategic game of Chess at ASPIRE campuses, at a minimum of one hour per week.
- University of Texas- Rio Grande Valley College of Education students will promote early literacy skills to students, which will include innovative deliverables and measures.
- City of Edinburg will provide access to the use of city auditorium and outdoor facilities to showcase and promote ASPIRE program to community stakeholders.
- Texas Agrilife Extension is an agency that provides informative workshops such as in Car Safety Seats, Financial Literacy, and Consumer Science.
- Hidalgo County will assist with parental engagement activities such as nutrition sessions that they will be able to implement in their home setting.
- ECISD Police Department will provide guest lecturers to discuss behavior, school rules and informative sessions on safety programs available to families.

The planned partnerships with the above organizations will all contribute in achieving the stated aforementioned objectives and will prove effective in sustaining the program over time. Each organization will provide services that are vital to the programs goals and objectives and meet ASPIRE milestones. Partnership contributions from providing students with opportunities to learn a strategic game of chess, to receiving behavioral services from a local hospital; every service provided will benefit the students, parents and community.

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Schedule #16—Responses to Statutory Requirements (cont.)

County-district number or vendor ID: 108-904

Amendment # (for amendments only):

Statutory Requirement 3: Describe how the proposed program will impact performance, attendance, discipline referrals, advancement, and, if applicable, high school graduation rates and career competencies. If the program proposes to impact additional local measures or objectives, state those here and describe how the program is designed to impact those. **Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.**

ASPIRE programs are carefully aligned with Campus Improvement Plan goals and objectives. As well as needs assessment key findings. As stated earlier, students are failing to meet reading and writing requirements. With this in mind, the activities were developed to eliminate barriers, while increasing student success and achievement. ASPIRE curriculum which is aligned to Edinburg CISD scope and sequence will be utilized to inspire students.

Objective	Activities	Assessment
Improve Academic Performance	By providing academic tutoring, homework assistance and academic enrichment activities students will meet state and local academic standards in core subject areas	Pre and Post assesement, Benchmark, STAAR
Improve Attendance	Fitness & Nutrition, Cultural Arts, and STEAM	PIEMS Reports, Qualitative Assessment
Improve Behavior	Youth Development Activities, Parental Involvement	Parent Surveys, Voice and Choice opportunities, Satisfaction Survey
Improve Promotions Rates	STEAM, Academic Enrichment	Pre and Post Assessment, Benchmark, STAAR

ASPIRE will work collaborately with campus administration to provide every student with equitable learning opportunities. Ensuring that academic assistance is offered on a daily basis to students. Provide enrichment activities based on student voice and choice. Target STEAM activities to encourage our youth for career readiness. Monitor Pre and Post test to evaluate participants' progress in academic-based activities. Establish an award system to recognize students when they achieve milestones in our program.

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Schedule #16—Responses to Statutory Requirements (cont.)

County-district number or vendor ID: 108-904

Amendment # (for amendments only):

Statutory Requirement 4: Explain how the program will use best practices, including research or evidence-based practices, to provide educational and related activities that will complement and enhance academic performance, achievement, positive youth development of the students, and, if applicable, postsecondary and workforce preparation. **Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.**

Edinburg ASPIRE will use as a springboard the PRIME Blueprint, Mytexasace.com, TEA best practices website links, U.S. Department of Education (USDOE) and supporting websites that are research and evidence-based. Also, Edinburg CISD ASPIRE best practices from Cycle 9, Year 1 & 2. Years 1 and 2 have allowed us to gain experience and knowledge in the various activities that would benefit our students. These activities have impacted students by improving academic performance, attendance, behavior and promotion rates.

Cycle 9 Year 1 & 2 Team developed after school curriculum using PRIME Blueprint unit lesson plans. These lessons were created due to the extensive Regional Training experience in sustainability and health and safety protocols, Youth mental health and first aid, STEAM, homework assistance and family engagement.

Activities are created to expose students to early college and vocational skills, which prepares them for the workforce.

The proposed ASPIRE project director will work closely with the coordinators using the Texas ACE PRIME Blueprint to ensure program quality and fidelity of implementation, highly qualified certified teachers will provide valid, and reliable afterschool activities to students and parents.

ASPIRE initiative aims to use a myriad of **evidence-based** grit, motivation, and mindset (Grit Mindset) strategies that will allow us to boost the achievement of ALL students in the 98% Hispanic area of Hidalgo County, Texas. Derived from the work of Dr. Carol Dweck at Stanford University, Grit mindset is the determination to 1) Achieve long-term goals, often against difficult odds; 2) Be realistic and persistent; and, 3) Have the will to deal with and overcome obstacles.

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Schedule #16—Responses to Statutory Requirements (cont.)

County-district number or vendor ID: 108-904

Amendment # (for amendments only):

Statutory Requirement 5: Describe the proposed program activities and how they are expected to improve student academic achievement and overall student success. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

ACTIVITY	Anticipated Evidence-Based Improvement
Homework Assistance	Impact students who are lacking the supervision, motivation, and concentration to complete their homework.
Academic Tutoring	Improving academic achievement in all core subjects.
STEAM	Increased interest in STEAM fields which leads to increase in math and science performance and improve promotion rates over time.
Fitness & Nutrition	An Increase in confidence, energy, and focus level will enhance academic performance, along with health, safety, and overall well-being.
Cultural Arts	Encourages self awareness, passion, tolerance, fairness, and commitment which improves thinking skills, sense of wonder, contribution, creativity and cooperation.
Intervention Software	Measurable, differentiated self-paced learning environment similar to standardized testing.
Family Literacy	Increased family engagement that leads to improved emotional support, stability and improves promotion rates.
Advanced Academic Enrichment	Hands on activities correlated to school lesson provide a richer understanding of content learned.
Literacy Education	Financial and Environmental literacy benefit the student and parent to becoming financially stable, environment conscience and better citizens.
Youth Development Activities	Improve participation, attendance, behavior and academic achievement

The campus improvement plan will be used as a program development guide at each campus to ensure student academic growth. The campus principal and the site coordinator will identify and recruit students with low academic performance and create opportunities for extended learning. Students exposed early to the field of STEAM will have a deeper understanding of innovative ideas, career opportunities, and expand/enhance critical thinking skills. Candidates will be identified by Classroom Teacher Student Referral Form for behavioral issues, attendance, social skills or parent request. Teacher to student ratio will be smaller. Site Coordinators will continue monitoring and evaluating overall student progress.

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Schedule #16—Responses to Statutory Requirements (cont.)

County-district number or vendor ID: 108-904

Amendment # (for amendments only):

Statutory Requirement 6: Describe the applicant's plan to disseminate information about the community learning center, including its location, to the community in a manner that is understandable and accessible. **Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.**

A variety of methods will be utilized to disseminate information about Texas ACE ASPIRE learning centers, including its location and hours of operation, to the community in a manner that is understandable and accessible. All written information will be disseminated in both English and Spanish languages.

Methods utilized will include:

- Collaborating with campus administration to disseminate announcements through intercom, parent/teacher meetings, bulletin boards, school flyers, monthly calendars, marquee announcements, and other related marketing options.
- Utilizing District and campus website to publicly inform the community of ASPIRE program, such as locations, contact information, and announcement of showcase events.
- Create brochures for each ASPIRE learning center that includes schedule and contact information.
- Hold informational booths during campus Open House and Meet the Teacher Night.
- Participate in monthly PTO meeting by showcasing what students are learning during ASPIRE program.
- Share and display ASPIRE updates and showcase at Board Meetings.
- ACE (poster/flyers) will be displayed at business location around surrounding ASPIRE campuses.
- Announce ASPIRE activities and events in the local newspaper, radio stations, ECISD KATS TV
- Organize ASPIRE Annual Program Showcase to involve students, parents and the community
- Use social media platforms such as Facebook and Twitter to promote and communicate with community stakeholders.

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Schedule #16—Responses to Statutory Requirements (cont.)

County-district number or vendor ID: 10-8904

Amendment # (for amendments only):

Statutory Requirement 7: Please describe the transportation needs of participating students and how students participating in the program will travel safely to and from the center(s) and home. **Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.**

Students participating in the program are discouraged from participating in after school activities due to inaccessibility of a vehicle or cost of transportation. Many of the parents of the students attending the proposed centers work as late as 6:00 pm, and struggle to find appropriate child care that will assist their student with homework, ensure a safe environment, and engage their student in a curriculum based activity that will align with their school day.

Edinburg CISD is committed to provide transportation to all students attending ASPIRE program. Students participating in the program will travel safely to and from the center through the use of school buses. Students will be transported by Certified Licensed drivers that have already cleared a criminal background check. Buses are checked daily for safety and properly maintained according to Edinburg CISD and state guidelines. If a student attends second grade or below, the driver must ensure that the student is received by an authorized adult. Drivers are prohibited from using their cell phones while operating the bus and can only be contacted by the dispatcher. Students are dropped off as close to their front doors as possible in order to prevent the student from walking long distances in dangerous, rural environments. In order to ensure that students will arrive home in a timely manner, an adequate number of buses will be available to transport students and the number of students per bus will be kept low. Every student zoned to their respective school will be ensured safe and secure transportation to and from the center. Special needs buses will also be available for those students requiring these accommodations.

With the opportunity for these students to participate in an after school program that provides transportation, many of these students will gain positive social and emotional skills, academic achievement, attendance, and positive behavior.

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Schedule #16—Responses to Statutory Requirements (cont.)

County-district number or vendor ID: 108-904

Amendment # (for amendments only):

Statutory Requirement 8: Describe how the eligible entity will encourage and use appropriately qualified persons to serve as the volunteers. Explain the policy for screening and placing volunteers. If the entity does not plan to use volunteers, please indicate that in the space provided. (Choosing not to use volunteers will not lower review scores).

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

ASPIRE plans to recruit volunteers to support activities carried out through the Texas 21st CCLC. Using volunteers is well known for assisting with providing human capital to sustain programming beyond a grants funding cycle. The population that ASPIRE is specifically targeting for volunteerism are (but not limited to) senior citizens, parents and college students.

Senior citizens and parents have a unique set of skills and knowledge an a lifetime of experience to offer in so many ways: from mentoring and tutoring younger generations, to providing career guidance, to offering companionship and care. To recruit senior citizens, the project director will work with the existing school district Parental Involvement Department. The Parental Involvement Department currently recruits volunteers from the Rio Grande Valley vast numbers of Winter Texans, non-profit organizations, faith-based organizations and local aging council.

College students will be recruited from an alumni base of Edinburg CISD and neighboring Institutes of Higher Education. They will compliment paid staff who drive college readiness and career awareness activities, which are critical to meeting goals and objectives.

Volunteers will be vetted and trained using the school district Volunteer training process. This process includes:

- Criminal background check
- CPR First- Aid Training
- Development Training
- Mentoring Training

In an effort to recruit and retain volunteers the ACE staff, family engagement specialist, campus administration and the parental involvement assistant will invite and encourage our community to participate in the scheduled events. Alongside the family engagement specialist, site coordinator, and project director volunteers will be provided support and supervision. Volunteers will assist in activities that will include environmental awareness, wellness and nutrition, arts and crafts and community services.

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Schedule #16—Responses to Statutory Requirements (cont.)

County-district number or vendor ID: 108-904

Amendment # (for amendments only):

Statutory Requirement 9: Describe a preliminary plan for how the community learning center will continue after funding under this grant ends, including how the resources provided by this grant will assist the program in local sustainability efforts. **Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.**

Support from educational elected officials of Edinburg CISD and campus principals will assist in the sustainability process. These individuals have seen the impact that afterschool programs have demonstrated and assisted in improving student success. They will play an active role in securing that in-kind activities continue to be offered to students once the program comes to an end. Additionally, support may include the use of offices, facilities, classrooms equipment and supplies, and resources purchased through previous grants. Commitment from ECISD School Board to provide transportation to all ASPIRE students.

WHO (ROLE)	WHAT (STRATEGY)	HOW (RESOURCES)	WHEN (TIMELINE)
Board of Trustees	Identify new partners Identify in-kind funds	Personal Networks Work with district leaders	Spring, Summer
Edinburg CISD Administration	Review district budget Seek additional Grants Prioritize Program Support	Title I Funding per-pupil allotment State and Federal Grants	Spring
ASPIRE Principals	Review school budget	see above	Fall/Spring
Project Director	Apply lesson learned to maximize efficiencies; Cut ineffective program offerings; Coordinator funding from other sources, Logic Model (Sustainability)	Collaborate with Assistant Superintendent of Curriculum and Instructions to coordinate across program; work with project evaluator to showcase program success	Quarterly
Site Coordinators	Network with other SCs to determine best practices; Train program staff (build capacity) Inform parents of program successes and impact	Site Coordinator, teachers, and parents	At least quarterly
ASPIRE Partners	Proved data on program deliverables and impact; Identify in-kind support; Leverage partnership with others in community	Current participants (Students and parents); Curriculum materials; Business/Community Networks	Each Term
Parents	Identify supportive partners; Continue to volunteer; Spread the word on program success	Personal Networks; Personal time/resources; School/Neighborhood connections	Fall/Sping/Summer

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Schedule #16—Responses to Statutory Requirements (cont.)

County-district number or vendor ID: 108-904

Amendment # (for amendments only):

Statutory Requirement 10: Demonstrate how the proposed program will coordinate federal, state, and local programs and make the most effective use of public resources. In doing so, address how the program plans to supplement existing programs and services on the campus(es) to be served. **Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.**

The ASPIRE project has designed all programming around supplementing the students regular school day by providing compensatory, intensive, and/or accelerated instruction. ASPIRE was formed for the specific purpose of pooling together resources and expertise in order to maximize efficiency and reach as many students as possible. All academic tutoring and enrichment programs will supplement and not supplant existing programs.

Title I programs to all of their students, Under Section 1114 schools can consolidate Title I and other federal, state, and local fund I order to upgrade their entire educational program. The districts provide Title I programs to all, this also enables ASPIRE to provide services to all students at the targeted campuses. Funds will be utilized to supplement the districts efforts to increase academic performance levels, increase attendance rates, improve behavior, increase promotion rates and ultimately improve graduation rates. Any program activities required by state law, SBOE rules or local board policies will not be paid with the requested grant funds; nor will state or local funds be decreased or diverted for any other uses because of the availability of these funds. The fiscal agent, Edinburg CISD will maintain effective documentation which will demonstrate the supplementary nature of these funds. The schools will provide in kind support by hosting the center at their respective facilities. As mentioned previously, if funded, the in-kind amount of support by the district is approximately \$500,000.

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Schedule #17—Responses to TEA Program Requirements

County-district number or vendor ID: 108-904

Amendment # (for amendments only):

TEA Program Requirement 1: Enter center-level information requested for each of the proposed centers.

Name and physical address of center site:		The campus is (check all that apply):		Grade levels to be served (check all that apply):		
Center 1	Elias Longoria Sr. Middle School 14101 North Rooth Rd. Edinburg, TX 78541		<input checked="" type="checkbox"/> 40% or higher economically disadvantaged <input type="checkbox"/> 2017-2018 Focus School <input type="checkbox"/> 2017-2018 Priority School <input checked="" type="checkbox"/> >50.3% Students 'At Risk' per 2016-2017 TAPR		<input type="checkbox"/> Pre-K <input type="checkbox"/> K-2 <input type="checkbox"/> 3-4 <input checked="" type="checkbox"/> 5-6 <input checked="" type="checkbox"/> 7-8 <input type="checkbox"/> 9 <input type="checkbox"/> 10-11 <input type="checkbox"/> 12	
	9-digit campus ID number:	108-904-048				
	Cost per student	\$605.12				
	"Regular" student target (to be served 45 days or more annually):	100	Parent/legal guardian target (in proportion with student target):	75		
		Feeder school #1	Feeder school #2	Feeder school #3		
	Campus name					
	9-digit campus ID number					
	Estimated transportation time					
Center 2	Betts Elementary 2320 S. Cesar Chavez Rd. Edinburg, TX 78539		<input checked="" type="checkbox"/> 40% or higher economically disadvantaged <input type="checkbox"/> 2017-2018 Focus School <input type="checkbox"/> 2017-2018 Priority School <input checked="" type="checkbox"/> >50.3% Students 'At Risk' per 2016-2017 TAPR		<input checked="" type="checkbox"/> Pre-K <input checked="" type="checkbox"/> K-2 <input checked="" type="checkbox"/> 3-4 <input checked="" type="checkbox"/> 5-6 <input type="checkbox"/> 7-8 <input type="checkbox"/> 9 <input type="checkbox"/> 10-11 <input type="checkbox"/> 12	
	9-digit campus ID number:	108-904-104				
	Cost per student	\$484.10				
	"Regular" student target (to be served 45 days or more annually):	125	Parent/legal guardian target (in proportion with student target):	75		
		Feeder school #1	Feeder school #2	Feeder school #3		
	Campus name					
	9-digit campus ID number					
	Estimated transportation time					
Center 3	Freddy Gonzalez Elementary 2401 S. Sugar Rd. Edinburg, TX 78539		<input checked="" type="checkbox"/> 40% or higher economically disadvantaged <input type="checkbox"/> 2017-2018 Focus School <input type="checkbox"/> 2017-2018 Priority School <input type="checkbox"/> >50.3% Students 'At Risk' per 2016-2017 TAPR		<input checked="" type="checkbox"/> Pre-K <input checked="" type="checkbox"/> K-2 <input checked="" type="checkbox"/> 3-4 <input checked="" type="checkbox"/> 5-6 <input type="checkbox"/> 7-8 <input type="checkbox"/> 9 <input type="checkbox"/> 10-11 <input type="checkbox"/> 12	
	9-digit campus ID number:	108-904-112				
	Cost per student	\$484.10				
	"Regular" student target (to be served 45 days or more annually):	125	Parent/legal guardian target (in proportion with student target):	75		
		Feeder school #1	Feeder school #2	Feeder school #3		
	Campus name					
	9-digit campus ID number					
	Estimated transportation time					

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Schedule #17—Responses to TEA Program Requirements (cont.)

County-district number or vendor ID: 108-904

Amendment # (for amendments only):

Name and physical address of center site:		The campus is (check all that apply):		Grade levels to be served (check all that apply):		
Center 4	LB Johnson Elementary 1801 E. Sprague St. Edinburg, TX 78539		<input checked="" type="checkbox"/> 40% or higher economically disadvantaged <input type="checkbox"/> 2017-2018 Focus School <input type="checkbox"/> 2017-2018 Priority School <input checked="" type="checkbox"/> >50.3% Students 'At Risk' per 2016-2017 TAPR		<input checked="" type="checkbox"/> Pre-K <input checked="" type="checkbox"/> K-2 <input checked="" type="checkbox"/> 3-4 <input checked="" type="checkbox"/> 5-6 <input type="checkbox"/> 7-8 <input type="checkbox"/> 9 <input type="checkbox"/> 10-11 <input type="checkbox"/> 12	
	9-digit campus ID number:	108-904-113				
	Cost per student	\$484.10				
	"Regular" student target (to be served 45 days or more annually):	125	Parent/legal guardian target (in proportion with student target):		75	
		Feeder school #1	Feeder school #2		Feeder school #3	
	Campus name					
	9-digit campus ID number					
Estimated transportation time						
Center 5	Escandon Elementary 1100 E. Trenton Rd. Edinburg, TX 78539		<input checked="" type="checkbox"/> 40% or higher economically disadvantaged <input type="checkbox"/> 2017-2018 Focus School <input type="checkbox"/> 2017-2018 Priority School <input checked="" type="checkbox"/> >50.3% Students 'At Risk' per 2016-2017 TAPR		<input checked="" type="checkbox"/> Pre-K <input checked="" type="checkbox"/> K-2 <input checked="" type="checkbox"/> 3-4 <input checked="" type="checkbox"/> 5-6 <input type="checkbox"/> 7-8 <input type="checkbox"/> 9 <input type="checkbox"/> 10-11 <input type="checkbox"/> 12	
	9-digit campus ID number:	108-904-116				
	Cost per student	\$484.10				
	"Regular" student target (to be served 45 days or more annually):	125	Parent/legal guardian target (in proportion with student target):		75	
		Feeder school #1	Feeder school #2		Feeder school #3	
	Campus name					
	9-digit campus ID number					
Estimated transportation time						
Center 6	Cano-Gonzalez Elementary 1701 S. Raul Longoria Edinburg, TX 78539		<input checked="" type="checkbox"/> 40% or higher economically disadvantaged <input type="checkbox"/> 2017-2018 Focus School <input type="checkbox"/> 2017-2018 Priority School <input checked="" type="checkbox"/> >50.3% Students 'At Risk' per 2016-2017 TAPR		<input checked="" type="checkbox"/> Pre-K <input checked="" type="checkbox"/> K-2 <input checked="" type="checkbox"/> 3-4 <input checked="" type="checkbox"/> 5-6 <input type="checkbox"/> 7-8 <input type="checkbox"/> 9 <input type="checkbox"/> 10-11 <input type="checkbox"/> 12	
	9-digit campus ID number:	108-904-122				
	Cost per student	\$484.10				
	"Regular" student target (to be served 45 days or more annually):	125	Parent/legal guardian target (in proportion with student target):		75	
		Feeder school #1	Feeder school #2		Feeder school #3	
	Campus name					
	9-digit campus ID number					
Estimated transportation time						

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Schedule #17—Responses to TEA Program Requirements (cont.)

County-district number or vendor ID: 108-904

Amendment # (for amendments only):

Center 7	Name and physical address of center site:		The campus is (check all that apply):		Grade levels to be served (check all that apply):	
	Dr. Thomas Esparza Elementary 2510 S. Cesar Chavez Edinburg, TX 78539		<input checked="" type="checkbox"/> 40% or higher economically disadvantaged <input type="checkbox"/> 2017-2018 Focus School <input type="checkbox"/> 2017-2018 Priority School <input checked="" type="checkbox"/> >50.3% Students 'At Risk' per 2016-2017 TAPR		<input checked="" type="checkbox"/> Pre-K <input checked="" type="checkbox"/> K-2 <input checked="" type="checkbox"/> 3-4 <input checked="" type="checkbox"/> 5-6 <input type="checkbox"/> 7-8 <input type="checkbox"/> 9 <input type="checkbox"/> 10-11 <input type="checkbox"/> 12	
	9-digit campus ID number:	108-904-127				
	Cost per student	\$484.10				
	"Regular" student target (to be served 45 days or more annually):		125	Parent/legal guardian target (in proportion with student target):		75
	Feeder school #1		Feeder school #2		Feeder school #3	
	Campus name					
	9-digit campus ID number					
Estimated transportation time						
Center 8	Name and physical address of center site:		The campus is (check all that apply):		Grade levels to be served (check all that apply):	
	Dr. Kay Teer Crawford Elementary 1800 E. Davis Rd. Edinburg, TX 78540		<input checked="" type="checkbox"/> 40% or higher economically disadvantaged <input type="checkbox"/> 2017-2018 Focus School <input type="checkbox"/> 2017-2018 Priority School <input checked="" type="checkbox"/> >50.3% Students 'At Risk' per 2016-2017 TAPR		<input checked="" type="checkbox"/> Pre-K <input checked="" type="checkbox"/> K-2 <input checked="" type="checkbox"/> 3-4 <input checked="" type="checkbox"/> 5-6 <input type="checkbox"/> 7-8 <input type="checkbox"/> 9 <input type="checkbox"/> 10-11 <input type="checkbox"/> 12	
	9-digit campus ID number:	108-904-128				
	Cost per student	\$484.10				
	"Regular" student target (to be served 45 days or more annually):		125	Parent/legal guardian target (in proportion with student target):		75
	Feeder school #1		Feeder school #2		Feeder school #3	
	Campus name					
	9-digit campus ID number					
Estimated transportation time						
Center 9	Name and physical address of center site:		The campus is (check all that apply):		Grade levels to be served (check all that apply):	
	Flores/Zapata Elementary 14000 N Rooth Rd. Edinburg, TX 78540		<input checked="" type="checkbox"/> 40% or higher economically disadvantaged <input type="checkbox"/> 2017-2018 Focus School <input type="checkbox"/> 2017-2018 Priority School <input checked="" type="checkbox"/> >50.3% Students 'At Risk' per 2016-2017 TAPR		<input checked="" type="checkbox"/> Pre-K <input checked="" type="checkbox"/> K-2 <input checked="" type="checkbox"/> 3-4 <input checked="" type="checkbox"/> 5-6 <input type="checkbox"/> 7-8 <input type="checkbox"/> 9 <input type="checkbox"/> 10-11 <input type="checkbox"/> 12	
	9-digit campus ID number:	108-904-130				
	Cost per student	\$484.10				
	"Regular" student target (to be served 45 days or more annually):		125	Parent/legal guardian target (in proportion with student target):		75
	Feeder school #1		Feeder school #2		Feeder school #3	
	Campus name					
	9-digit campus ID number					
Estimated transportation time						

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Schedule #17—Responses to TEA Program Requirements (cont.)

County-district number or vendor ID: 108-904

Amendment # (for amendments only):

Center 10	Name and physical address of center site:		The campus is (check all that apply):		Grade levels to be served (check all that apply):	
	Gorena Elementary 1801 E. Freddy Gonzalez Dr. Edinburg, TX 78542		<input checked="" type="checkbox"/> 40% or higher economically disadvantaged <input type="checkbox"/> 2017-2018 Focus School <input type="checkbox"/> 2017-2018 Priority School <input checked="" type="checkbox"/> >50.3% Students 'At Risk' per 2016-2017 TAPR		<input checked="" type="checkbox"/> Pre-K <input checked="" type="checkbox"/> K-2 <input checked="" type="checkbox"/> 3-4 <input checked="" type="checkbox"/> 5-6 <input type="checkbox"/> 7-8 <input type="checkbox"/> 9 <input type="checkbox"/> 10-11 <input type="checkbox"/> 12	
	9-digit campus ID number:	108-904-131				
	Cost per student	\$484.10				
	"Regular" student target (to be served 45 days or more annually):	125	Parent/legal guardian target (in proportion with student target):	75		
		Feeder school #1	Feeder school #2	Feeder school #3		
	Campus name:					
	9-digit campus ID number					
Estimated transportation time						

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Schedule #17—Responses to TEA Program Requirements (cont.)

County-district number or vendor ID: 108-904

Amendment # (for amendments only):

TEA Program Requirement 2: Describe the proposed management, center operations, and corresponding budget plan. Explain how the plan will help meet the program objectives and student service targets. **Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.**

GRANT MANAGEMENT

The ASPIRE will be handled with the same high level of fiscal integrity and managerial efficiency that Edinburg CISD has come to be reputable for. Edinburg CISD has a Grants Department dedicated to offering technical assistance in support of managing the program and fiscal components of the grant while adhering to all grant requirements and providing high-quality programming for all participants. The Grants Department will work closely with the Project Director to develop a program deliverable plan and discuss all fiscal parameters of the grant contract. The Grants department will monitor all program activity to proactively respond to any potential issues. Technical assistance from Curriculum and Instruction and Finance Department will be provided as needed in areas such as but not limited to: developing reports, staff turnover, challenges in meeting goal and objectives.

The direct implementation of grant activities will be managed by Site Coordinators during program hours. They are solely responsible for ensuring that the quality of the program meets the need of the campus as well as the students' needs. Site Coordinators will have weekly meetings with all staff to discuss any issues.

The Grant department will work alongside the Project Director to communicate program success and challenges internally to management as well as to develop progress reports for the ASPIRE Leadership team. The Project Director will communicate program changes and successes of the program with project staff during bi-weekly meetings. Training and staff support will also be scheduled based on feedback received from the Grants Department and Leadership team.

Edinburg CISD also safeguards grant funding and ensures program fidelity and fiduciary responsibility by engaging all administrators that oversee funded campuses.

CENTER OPERATIONS

The ASPIRE program will provide a total of 36 weeks (minimum of 15 hours per week) of programming including Fall 2018 services for grades K-8 from 09/03/2018 to 12/21/2018 for 14 weeks, for Spring 2019 grades K-8 from 01/08/2019 to 05/31/2019 for 16 weeks with Summer 2019 services of 6 weeks from 06/03/2019 to 07/12/2019 in an effort to prevent summer learning loss. During Fall and Summer terms, ASPIRE campuses will offer before school, earliest will open 7:00 a.m. and latest site will close 8:00 a.m. Afterschool hours will vary depending on school day end times. The earliest site will open at 3:15 p.m. and the latest will close at 6:00 p.m. During the summer hours school sites will be from 8:00 a.m. – 12:00 p.m. for elementary and middle school host sites.

STAFFING PLAN

The Project Director will manage all grant funded employees. Curriculum Assistant will work close to Site Coordinators and teachers to implement ASPIRE curriculum and address students need with available resources. Grant activities will be managed by Site Coordinators during program hours. They are solely responsible for ensuring that the quality of the program meets the identified needs of the campus as well as the students. Site Coordinators will have weekly meeting with all staff to plan a week in advance for any and all activities. This time will be used to complete lesson plans and plan all activities for all members participating. All staff will be prepared with a daily attendance log for all members to sign in and will return the logs to Site Coordinators to input onto the TX2st Student Tracking system as per Texas ACE requirement. Site Coordinator will make observations/walkthroughs to make sure that all staff is running programs geared towards what the lesson plans states. At the end of each day, Site Coordinator will meet with the staff to discuss any concerns. The Family Engagement Specialist will work across all sites to plan and implement family engagement activities and strategies. The FES position will report directly to the Project Director but will also have a dotted line reporting structure to the Site Coordinators. In addition, FES will collaborate with campus Parental Involvement Assistant.

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Schedule #17—Responses to TEA Program Requirements (cont.)

County-district number or vendor ID: 108-904

Amendment # (for amendments only):

TEA Program Requirement 3: Describe the proposed program evaluation plan, including a description of how program evaluation results will be used to improve program operations and quality. **Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.**

Evaluation Method/Process	Associated Indicator of Accomplishment	
Professional Development Impact	1.	Formal observations of implementation and instructional strategies
	2.	Teacher evaluation of professional development presentations
Data Collection	1.	#/% participants completing program activities, extracurricular involvement
	2.	Student grades, attendance, discipline, assessments, promotion rates
	3.	#/% Parent Involvement
Surveys	1.	#/% Completed Surveys
	2.	Pre/Post data of change in student attitude, engagement
	3.	Pre/Post data of change in parent & staff attitude, perceptions, engagement
Interview/Observations	1.	Data collected on center intentionality, organizational practices, community connections
	2.	Activities: Academic Enrichment, non-academic, parental
Theory of Change Impact/Logic Model	1.	Community data of change in promotion rates
	2.	Community data of change in STEAM employment
	3.	Community data of change in post-secondary enrollment

An external evaluator will be responsible for qualitative and quantitative data collection, in data analysis for formative quarterly reports and summative evaluations. Both qualitative and quantitative measures for collecting data clearly related to the intended results of the project will be implemented to determine the impact of the initiative on student outcomes and the degree to which project objectives are accomplished. Data to be collected include: 1) Activity logs and participation logs 2) Scale surveys containing closed ended and opened ended items. 3) Pre-post data of student participation and attitudes, student attendance, report cards, discipline reports, promotion rates, state assessment results. 4) Formal and informal observations of program components. 5) Parent survey including participation and perceptions. 6) Interviews of random selection of teachers, parents, and students using a rubric using three categories: Center intentionality, organizational practices and community connections.

Findings in data will be used to refine, improve the program and to drive performance measures to assess project effectiveness. Results will be made available to the public which will be utilized to provide feedback on project to stakeholders. Tentative timeline and scope of work for evaluation: August through October doing a comparison of project student demographics and the implementation of the pre-surveys. November through December we do a mid-point review of program highlighting potential problems with data information. Formal interviews and observations are done. January through May-comparison of first semester to second semester data.

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Schedule #18—Equitable Access and Participation

County-District Number or Vendor ID: 108-904

Amendment number (for amendments only):

No Barriers

#	No Barriers	Students	Teachers	Others
000	The applicant assures that no barriers exist to equitable access and participation for any groups	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

Barrier: Gender-Specific Bias

#	Strategies for Gender-Specific Bias	Students	Teachers	Others
A01	Expand opportunities for historically underrepresented groups to fully participate	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A02	Provide staff development on eliminating gender bias	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A03	Ensure strategies and materials used with students do not promote gender bias	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A04	Develop and implement a plan to eliminate existing discrimination and the effects of past discrimination on the basis of gender	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A05	Ensure compliance with the requirements in Title IX of the Education Amendments of 1972, which prohibits discrimination on the basis of gender	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A06	Ensure students and parents are fully informed of their rights and responsibilities with regard to participation in the program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Cultural, Linguistic, or Economic Diversity

#	Strategies for Cultural, Linguistic, or Economic Diversity	Students	Teachers	Others
B01	Provide program information/materials in home language	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B02	Provide interpreter/translator at program activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B03	Increase awareness and appreciation of cultural and linguistic diversity through a variety of activities, publications, etc.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B04	Communicate to students, teachers, and other program beneficiaries an appreciation of students' and families' linguistic and cultural backgrounds	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B05	Develop/maintain community involvement/participation in program activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B06	Provide staff development on effective teaching strategies for diverse populations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B07	Ensure staff development is sensitive to cultural and linguistic differences and communicates an appreciation for diversity	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B08	Seek technical assistance from education service center, technical assistance center, Title I, Part A school support team, or other provider	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B09	Provide parenting training	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B10	Provide a parent/family center	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B11	Involve parents from a variety of backgrounds in decision making	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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Schedule #18—Equitable Access and Participation (cont.)

County-District Number or Vendor ID: 108-904

Amendment number (for amendments only):

Barrier: Cultural, Linguistic, or Economic Diversity (cont.)

#	Strategies for Cultural, Linguistic, or Economic Diversity	Students	Teachers	Others
B12	Offer "flexible" opportunities for parent involvement including home learning activities and other activities that don't require parents to come to the school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B13	Provide child care for parents participating in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B14	Acknowledge and include family members' diverse skills, talents, and knowledge in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B15	Provide adult education, including high school equivalency (HSE) and/or ESL classes, or family literacy program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B16	Offer computer literacy courses for parents and other program beneficiaries	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B17	Conduct an outreach program for traditionally "hard to reach" parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B18	Coordinate with community centers/programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B19	Seek collaboration/assistance from business, industry, or institutions of higher education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B20	Develop and implement a plan to eliminate existing discrimination and the effects of past discrimination on the basis of race, national origin, and color	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B21	Ensure compliance with the requirements in Title VI of the Civil Rights Act of 1964, which prohibits discrimination on the basis of race, national origin, and color	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B22	Ensure students, teachers, and other program beneficiaries are informed of their rights and responsibilities with regard to participation in the program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B23	Provide mediation training on a regular basis to assist in resolving disputes and complaints	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Gang-Related Activities

#	Strategies for Gang-Related Activities	Students	Teachers	Others
C01	Provide early intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C02	Provide counseling	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C03	Conduct home visits by staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C04	Provide flexibility in scheduling activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C05	Recruit volunteers to assist in promoting gang-free communities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C06	Provide mentor program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C07	Provide before/after school recreational, instructional, cultural, or artistic programs/activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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County-District Number or Vendor ID: 108-904

Amendment number (for amendments only):

Barrier: Gang-Related Activities (cont.)

#	Strategies for Gang-Related Activities	Students	Teachers	Others
C08	Provide community service programs/activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C09	Conduct parent/teacher conferences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C10	Strengthen school/parent compacts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C11	Establish collaborations with law enforcement agencies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C12	Provide conflict resolution/peer mediation strategies/programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C13	Seek collaboration/assistance from business, industry, or institutions of higher education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C14	Provide training/information to teachers, school staff, and parents to deal with gang-related issues	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Drug-Related Activities

#	Strategies for Drug-Related Activities	Students	Teachers	Others
D01	Provide early identification/intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D02	Provide counseling	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D03	Conduct home visits by staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D04	Recruit volunteers to assist in promoting drug-free schools and communities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D05	Provide mentor program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D06	Provide before/after school recreational, instructional, cultural, or artistic programs/activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D07	Provide community service programs/activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D08	Provide comprehensive health education programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D09	Conduct parent/teacher conferences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D10	Establish school/parent compacts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D11	Develop/maintain community collaborations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D12	Provide conflict resolution/peer mediation strategies/programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D13	Seek collaboration/assistance from business, industry, or institutions of higher education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D14	Provide training/information to teachers, school staff, and parents to deal with drug-related issues	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Visual Impairments

#	Strategies for Visual Impairments	Students	Teachers	Others
E01	Provide early identification and intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E02	Provide program materials/information in Braille	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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Barrier: Visual Impairments

#	Strategies for Visual Impairments	Students	Teachers	Others
E03	Provide program materials/information in large type	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E04	Provide program materials/information in digital/audio formats	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E05	Provide staff development on effective teaching strategies for visual impairment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E06	Provide training for parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E07	Format materials/information published on the internet for ADA accessibility	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Hearing Impairments

#	Strategies for Hearing Impairments			
F01	Provide early identification and intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F02	Provide interpreters at program activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F03	Provide captioned video material	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F04	Provide program materials and information in visual format	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F05	Use communication technology, such as TDD/relay	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F06	Provide staff development on effective teaching strategies for hearing impairment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F07	Provide training for parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Learning Disabilities

#	Strategies for Learning Disabilities	Students	Teachers	Others
G01	Provide early identification and intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G02	Expand tutorial/mentor programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G03	Provide staff development in identification practices and effective teaching strategies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G04	Provide training for parents in early identification and intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Other Physical Disabilities or Constraints

#	Strategies for Other Physical Disabilities or Constraints	Students	Teachers	Others
H01	Develop and implement a plan to achieve full participation by students with other physical disabilities or constraints	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
H02	Provide staff development on effective teaching strategies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
H03	Provide training for parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
H99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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Barrier: Inaccessible Physical Structures

#	Strategies for Inaccessible Physical Structures	Students	Teachers	Others
J01	Develop and implement a plan to achieve full participation by students with other physical disabilities/constraints	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
J02	Ensure all physical structures are accessible	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
J99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Absenteeism/Tuancy

#	Strategies for Absenteeism/Tuancy	Students	Teachers	Others
K01	Provide early identification/intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K02	Develop and implement a truancy intervention plan	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K03	Conduct home visits by staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K04	Recruit volunteers to assist in promoting school attendance	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K05	Provide mentor program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K06	Provide before/after school recreational or educational activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K07	Conduct parent/teacher conferences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K08	Strengthen school/parent compacts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K09	Develop/maintain community collaborations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K10	Coordinate with health and social services agencies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K11	Coordinate with the juvenile justice system	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K12	Seek collaboration/assistance from business, industry, or institutions of higher education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: High Mobility Rates

#	Strategies for High Mobility Rates	Students	Teachers	Others
L01	Coordinate with social services agencies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
L02	Establish collaborations with parents of highly mobile families	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
L03	Establish/maintain timely record transfer system	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
L99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Lack of Support from Parents

#	Strategies for Lack of Support from Parents	Students	Teachers	Others
M01	Develop and implement a plan to increase support from parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M02	Conduct home visits by staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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Amendment number (for amendments only):

Barrier: Lack of Support from Parents (cont.)

#	Strategies for Lack of Support from Parents	Students	Teachers	Others
M03	Recruit volunteers to actively participate in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M04	Conduct parent/teacher conferences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M05	Establish school/parent compacts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M06	Provide parenting training	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M07	Provide a parent/family center	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M08	Provide program materials/information in home language	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M09	Involve parents from a variety of backgrounds in school decision making	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M10	Offer "flexible" opportunities for involvement, including home learning activities and other activities that don't require coming to school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M11	Provide child care for parents participating in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M12	Acknowledge and include family members' diverse skills, talents, and knowledge in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M13	Provide adult education, including HSE and/or ESL classes, or family literacy program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M14	Conduct an outreach program for traditionally "hard to reach" parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M15	Facilitate school health advisory councils four times a year	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Shortage of Qualified Personnel

#	Strategies for Shortage of Qualified Personnel	Students	Teachers	Others
N01	Develop and implement a plan to recruit and retain qualified personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N02	Recruit and retain personnel from a variety of racial, ethnic, and language minority groups	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N03	Provide mentor program for new personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N04	Provide intern program for new personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N05	Provide an induction program for new personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N06	Provide professional development in a variety of formats for personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N07	Collaborate with colleges/universities with teacher preparation programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Lack of Knowledge Regarding Program Benefits

#	Strategies for Lack of Knowledge Regarding Program Benefits	Students	Teachers	Others
P01	Develop and implement a plan to inform program beneficiaries of program activities and benefits	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
P02	Publish newsletter/brochures to inform program beneficiaries of activities and benefits	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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County-District Number or Vendor ID: 108-904

Amendment number (for amendments only):

Barrier: Lack of Knowledge Regarding Program Benefits (cont.)

#	Strategies for Lack of Knowledge Regarding Program Benefits	Students	Teachers	Others
P03	Provide announcements to local radio stations, newspapers, and appropriate electronic media about program activities/benefits	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
P99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Lack of Transportation to Program Activities

#	Strategies for Lack of Transportation	Students	Teachers	Others
Q01	Provide transportation for parents and other program beneficiaries to activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Q02	Offer "flexible" opportunities for involvement, including home learning activities and other activities that don't require coming to school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Q03	Conduct program activities in community centers and other neighborhood locations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Q99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Other Barriers

#	Strategies for Other Barriers	Students	Teachers	Others
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			

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Schedule #19—Private Nonprofit School Participation			
County-District Number or Vendor ID: 108-904		Amendment number (for amendments only):	
Important Note: All applicants (except open-enrollment charter schools and private nonprofit schools) must complete this schedule <u>regardless of whether any private nonprofit schools are participating in the program.</u> Failure to complete this schedule will result in an applicant being disqualified.			
Questions			
1.	Are any private nonprofit schools located within the attendance area of the public schools to be served by the grant?	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
<ul style="list-style-type: none"> If your answer to this question is yes you must answer question #2 below. If your answer to this questions is no, you do not address question #2 or the assurances below. 			
2.	Are any private nonprofit schools participating in the grant?	<input type="checkbox"/> Yes	<input checked="" type="checkbox"/> No
<ul style="list-style-type: none"> If your answer to this question is yes, you must read and check the box next to each of the assurances below. If your answer to this question is no, you do not address the assurances below. 			
Assurances			
<input checked="" type="checkbox"/>	The applicant assures that it discussed all consultation requirements as listed in Section 1117(b)(1), and/or Section 8501(c)(1), as applicable with all eligible private nonprofit schools.		
<input checked="" type="checkbox"/>	The applicant assures the appropriate Affirmations of Consultation will be provided to the TEA Private Schools Ombudsman in the manner and timeline to be requested.		
<input checked="" type="checkbox"/>	The applicant assures that the total grant award requested on Schedule #6—Program Budget Summary includes any funding necessary to serve eligible students from private nonprofit schools within the attendance area of the public schools to be served by the grant.		

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